


Middle Years
Programme

Session 2 – Written curriculum: Aims, objectives and requirements




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Session objectives

- develop an understanding of the aims, objectives, and requirements of the subject group, including interdisciplinary planning
- compare year 1, 3, and 5 subject group objectives
- consider the impact of the horizontal and vertical curriculum plan for the subject group
- interact with and explore the subject-specific teaching and learning resources (TSMs)



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Activating the aims: Sciences

- The aims of any MYP subject state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn.
- In addition, they suggest how the student may be changed by the learning experience.

At your tables:

- Discuss what you believe are the true aims of science and why?
- Would there be another aim that you would add to those already in your subject group guide?



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Aims and the learner profile: Sciences

Consider the MYP sciences curriculum and how it relates to the IB learner profile.

After reading the MYP sciences aims, identify how they relate to the attributes of the IB learner profile.

Sciences aims	Learner profile attributes	Briefly justify
1		
2		
3		
4		
5		
6		



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Envelope jigsaw



At your table...

1. Open the envelope with 16 objective strands from the sciences objectives.
2. Group these strands into four categories.
3. On "GO!" rotate one table to your left.
4. Study the new groups' organization of the four categories.
5. Change one strand that your group agrees does not fit in that category.
6. Report back your groups' findings and changes with justifications.



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Scavenger hunt

Go back to your Subject group guide to find:

- Objectives
- Requirements
- Interdisciplinary teaching and learning requirements



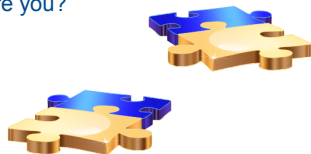
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Editing your jigsaw

Using the guide review/reflect on your groupings of the strands.

- How accurate were you?
- Surprises?
- Questions?



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Objectives: Sciences

The **objectives** of any MYP subject group state the specific targets that are set for learning in that subject.

A – Knowing and understanding
B – Inquiring and designing
C – Processing and evaluating
D – Reflecting on the impacts of science

- They define what the student will be able to accomplish as a result of studying sciences
- The objectives of MYP sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.
- Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.



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Sciences 1-3-5 objectives alignment

- Command terms
- Specifically designed for MYP progression
- Age-appropriate



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Best fit: Sciences

Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

Where do the aims "fit best?"

- Plot each aim under the objective where it best fits.
- Each aim can only be placed once



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Sciences requirements

Must

- 50 Teaching hours per year minimum (Guide p. 17)
- The school curriculum must include at least one course from this subject group in each year of the MYP
- All objective strands addressed twice per year (minimum)
- MYP students are required to independently complete a **scientific investigation** that is assessed against **criterion B** (inquiring and designing) and **criterion C** (processing and evaluating). (Guide p. 17)

Consider

- Developing courses (years 1-5) that promote range within the subject group.



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The six thinking hats

Which of the requirements might not work?



What are some challenges the requirements present for your school?



What excites you about the requirements? What are the potential curriculum improvements?



What are some of the reasons these requirements have been put in place?



How do you feel about these requirements?



What ideas do you have for implementing the requirements?



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MYP subject-specific objectives

Objective C

Merging your school curriculum within the MYP framework

**BEGIN
HERE**

Topic :__

At the end of the course, students should:

[illegible]

I used to think...
Now I think...

